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ABSTRACT

Between 1990 and 1998, the W.K. Kellogg Foundation funded 31 projects focused on leadership development in college-age young adults. This summary report presents an overview of the results from an external retrospective evaluation of approximately 60 percent of the funded projects, primarily those based in higher education institutions. It begins by describing the evaluation methodology, followed by a description of the evaluation outcomes from four components: (1) archival review, survey, interviews, and site visits; (2) grantee evaluation results; (3) short-term impact evaluation (the Penn State Erie Evaluation Project); and (4) long-term impact evaluation (the UCLA Higher Education Research Institute Analysis). The report then discusses the hallmarks of exemplary projects, grouped into four categories: context, philosophy, sustainability, and common practices. Examples of exemplary projects are also included. (EV)

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Leadership in the Making:

Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities

W.K. KELLOGG

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W.K. Kellogg Foundation Vision

Programming activities center around the common vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal well-being; and has the capacity to be productive, and to help create nurturing families, responsible institutions, and healthy communities.

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Background

It is impossible to write a blueprint for American democracy in the next century. Many of the challenges that will be faced by the United States – including social, technical, demographic, environmental, and economic issues – will require knowledge and actions that cannot be known today. One thing is certain, however. The nation's ability to respond and prosper will depend on the quality of leadership demonstrated at all levels of society.

And yet, the American public perceives a crisis of leadership in our nation. Major public and private institutions appear increasingly incapable of dealing constructively with an ever-expanding list of social and economic problems, and individuals are becoming more cynical about government. We need a new generation of leaders who can bring about positive change in local, national, and international affairs.

Finding a more effective means for developing the leadership talents of America's young adults requires not only that new methods for teaching critical leadership skills be devised, but also that the notion of leadership itself be broadened. More than anything else, leadership needs to be thought of as a collaborative process for effective, positive social change. And rather than focusing solely on those who hold traditionally recognized positions of leadership, we must broaden our notion of who is a leader, so that many more Americans are empowered and able to lead in the future.

To help answer this need, the W.K. Kellogg Foundation funded 31 projects between 1990 and 1998 which focused on leadership development in college-age young adults. There were three assumptions behind this funding: 1) that our society needs more and better leaders, 2) that effective leadership skills can be taught, and 3) that the college environment is a strategic setting for learning these skills and theories.

The Foundation's primary objective was to support and test various models of leadership development programs for young adults. The funded projects were selected from educational and service organizations across the United States. Each project had a unique feature, focusing on one or more of the following:

- Curriculum revision/development
- Community-based leadership opportunities (servant leadership/ community service)
- Mentoring

- Student, faculty, or administrative leadership development
- Individual leadership improvement plans
- Collaborative leadership activities

The projects emphasized the multiple skills required for effective leadership, as well as its interdisciplinary nature. For example, participants learned about leadership skills, values, and responsibilities; visionary and creative thinking; and the effects of rapid international and technological changes.

This summary report presents an overview of the results from an external retrospective evaluation of approximately 60 percent of the funded projects – primarily those based in higher education institutions. The evaluation methodology is described, along with some of the lessons learned. Preliminary answers are given to some of the many questions practitioners raise about the practical aspects of developing and improving programs for young adults. "Should I provide incentives for faculty involvement? How comprehensive should my program be? What are some examples of successful projects?"

For a copy of the complete report, *Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities*, call our toll-free publication request line at (800) 819-9997. You can also find these publications at our web site: *www.wkkf.org/ProgrammingInterests/Leadership*

Interested Audiences

Who may be interested in learning more about young adult leadership programs?

- Education professionals at institutions who want to improve their existing leadership development programs.
- Individuals at colleges and universities who wish to start leadership development programs on their own campuses.
- People interested in young-adult leadership education.
- Faculty who want to find ways to engage students in thinking about the importance of leadership and service to their communities.
- Faculty and administrators who develop educational policies and curricula.
- Students who want to make a difference in their own lives.
- Parents who hope their children will cultivate a sense of personal and social responsibility through their college experience.
- Anyone concerned for the future of our colleges and universities – and the future of our nation.

Evaluation: Methods and Findings

In 1997 and 1998, a retrospective evaluation of this work was conducted by external reviewers and Foundation staff members. The evaluation was designed to identify potential models, methods, and themes of effective leadership development, and then disseminate that information.

The entire set of 31 funded projects included a variety of public and private higher education institutions, as well as a few independent nonprofit organizations, professional associations, and community-based organizations. However, the retrospective evaluation focused primarily on the projects based in colleges and universities. Thus, this report is most applicable to institutions of higher education.

Evaluation Strategy

The evaluation strategy was designed to achieve two primary results: 1) identify the best practices used by successful leadership development programs, and 2) define lessons learned so programs could be modified and/or replicated in the future.

The evaluation approach was multidimensional, and the entire process was monitored by an advisory panel of experts in higher education and leadership development. (This panel continues to assist with dissemination efforts.) The overall evaluation methodology involved four components. A brief description of each component follows.

The first component included four specific tasks:

- A qualitative review of archival data (proposals, reports, etc.) obtained by the Foundation
- A quantitative survey of the projects' institutional characteristics, activities, and outcomes
- A qualitative interview protocol and content analysis
- Site visits to selected projects

The findings were analyzed and then compressed into a set of one-page "logic models." These models summarize each project's goals, objectives, activities, and documented outcomes. In addition, the evaluation team calculated the frequency with which various activities, strategies, and outcomes occurred across the entire set of projects. Graphic representations were created to provide further insight into common trends in leadership development programs.

As part of its funding agreements, the Kellogg Foundation requested that each of the grantees complete some form of self-evaluation. However, the specific elements varied according to the goals and needs of each project.

Participating Leadership Development Projects

- Asbury College – Lead On! Wilmore, KY
- Ball State University – Excellence in Leadership Program, Muncie, IN
- Berkley School District – Student Leadership Academy, Berkley, MI
- Children's Defense Fund – Black Student Leadership Network, Washington, D.C.
- Coalition for Children – Youth Link Public Policy and Leadership Project, Albuquerque, NM
- College Entrance Examination Board – New York, NY
- College of St. Benedict and St. John's University – The Leadership Initiative, St. Joseph, MN
- Community Development Institute – The Leadership Training Academy, Palo Alto, CA
- Encampment for Citizenship – Leadership Training for High School Youth, Berkley, CA
- FIRST, Incorporated – Gang Peace, Dorchester, MA
- Howard University – Patricia Roberts Harris Public Affairs Program, Washington, D.C.
- Kentucky Wesleyan College – Leadership KWC Project, Owensboro, KY
- LeaderShape, Inc. – LeaderShape Institute for Engineers, Champaign, IL
- Mexican American Unity Council, Inc. – Promesa del Futuro Youth Leadership Project, San Antonio, TX
- Michigan 4-H Foundation – Generation of Promise Project, East Lansing, MI

During the second component of the retrospective evaluation, the grantees' self-appraisals were recorded and analyzed.

To confirm and strengthen the empirical evidence documenting the success of leadership development programs, two impact analyses were performed. The third component of the evaluation strategy was to conduct a short-term impact study. This project was conducted by researchers at Pennsylvania State University at Erie and involved student participants in the LeaderShape, Inc., program, one of the 31 grantees.

Participating Leadership Development Projects (continued)

- Monmouth University – Education for Leadership and Social Responsibility, West Long Branch, NJ
- NALEO Educational Fund – National Youth Leadership Project, Los Angeles, CA
- New Jersey Institute of Technology – College Leadership New Jersey, Newark, NJ
- New Mexico Community Foundation – Youth Ecology Corps, Santa Fe, NM
- Northwestern University – Undergraduate Leadership Project, Evanston, IL
- Oregon Council for Hispanic Advancement – Oregon Leadership Institute, Portland, OR
- Phi Theta Kappa – Leadership Development Project, Jackson, MS
- Rutgers University – National Education for Women's Leadership, New Brunswick, NJ
- St. Edward's University – Community Mentor Project, Austin, TX
- St. Norbert College – Center for Leadership Development, De Pere, WI
- State University of New York at Buffalo – Leadership From a Multicultural Perspective, Buffalo, NY
- Tennessee State University – Bridge Project, Nashville, TN
- Thomas More College – Leadership Development Institute, Crestview Hills, KY
- University of California at Santa Cruz – Emerging Majority: Leadership Training Project, Santa Cruz, CA
- University of Detroit Mercy – Leadership Development Institute, Detroit, MI
- University of Utah – Rural Utah Projects, Salt Lake City, UT

Finally, UCLA's Higher Education Research Institute (HERI) was asked to coordinate the fourth component of the evaluation. This assessment of the long-term impact of leadership development outcomes focused on ten of the grantee institutions. HERI assessed students' educational and personal development in order to compare pre-existing differences and long-term outcomes for project participants.

Evaluation Outcomes

First Component – Archival Review, Survey, Interviews, and Site Visits

The evaluation team gathered initial data about the projects by completing a review of the archival information available in the Foundation's files. The team also conducted qualitative interviews and made site visits to selected projects. Finally, grantees were asked to complete an information survey to help assess various activities and outcomes.

Although many of the projects did not provide empirical research evidence for their stated outcomes, most of them had extensive anecdotal results – based on testimonials, surveys, case studies, and personal observations. This self-report data offered insight about the extent to which grantees believed they had impact. Although this data has some limitations, the knowledge gained created a clearer picture of the projects' intended outcomes and how/if they were achieved.

For this report, data gathered during the first component of the retrospective evaluation is categorized and presented according to: 1) grantee characteristics, and 2) the benefactor of the results (i.e., individual, institutional, and community outcomes).

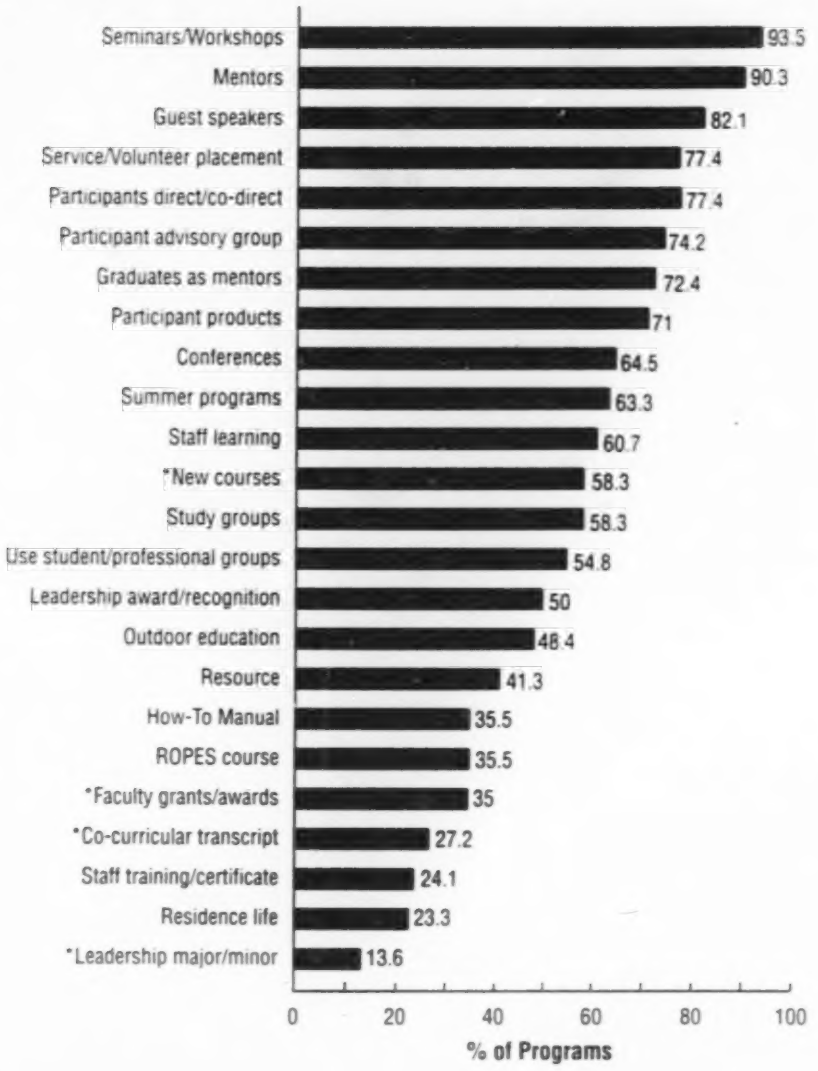
Institutional Characteristics

- The college and university leadership development projects that were evaluated were located throughout the nation. However, more than half were based in the Midwestern and Northeastern United States (58%).
- Funded projects were situated primarily in urban areas (42%), but projects in suburban (16%) and rural (16%) areas were also funded and investigated.
- These leadership projects were administered in a variety of ways: through only the division of Student Affairs (7%), only the division of Academic Affairs (7%), multiple departments (31%), or other arrangements (24%).
- Nearly all of the projects (97%) frequently engaged in ongoing collaboration with community agencies, businesses, and other educators.

Project Characteristics

The projects funded by the Kellogg Foundation developed a wide range of activities to enhance leadership development. Most used several methods. These activities are shown in Exhibit A below.

Exhibit A
Program Activities

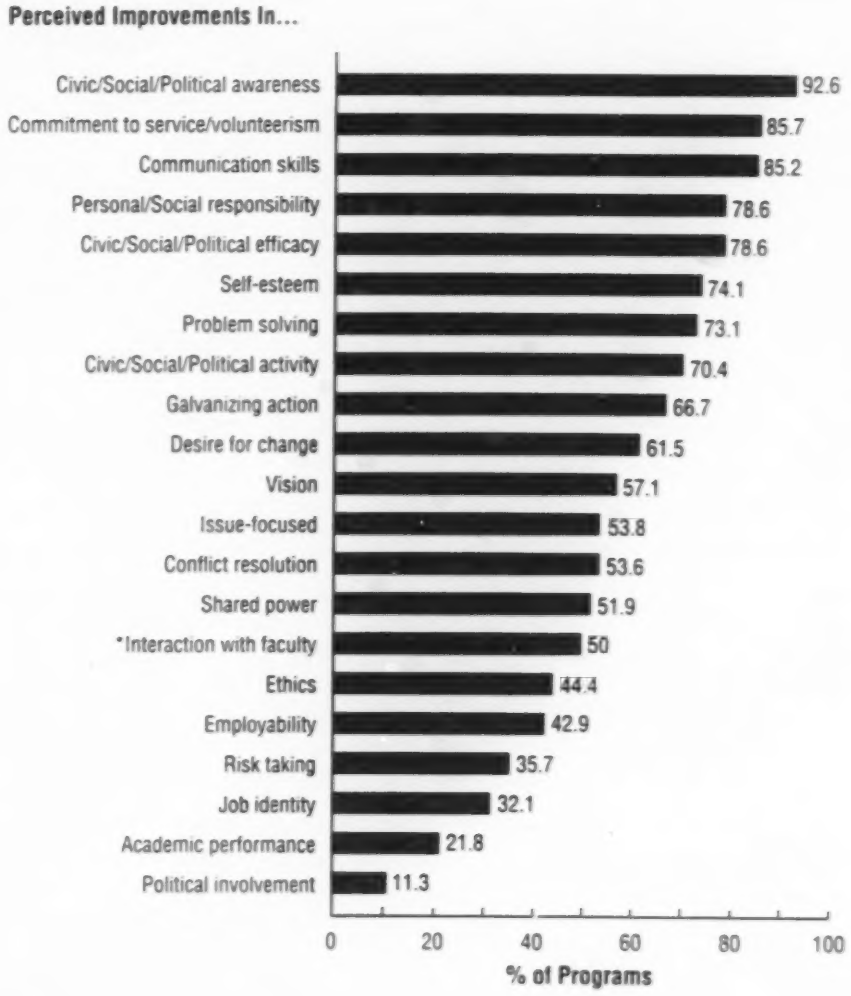


*Activity not applicable to community-based programs. Percentages represent school-based programs only (n=22).

Individual Outcomes

Most of the projects evaluated listed many favorable outcomes for their participants. For example, more than 90 percent reported their participants had an increased sense of social, civic, and political awareness. Other outcomes are shown in Exhibit B below.

Exhibit B
Individual Outcomes

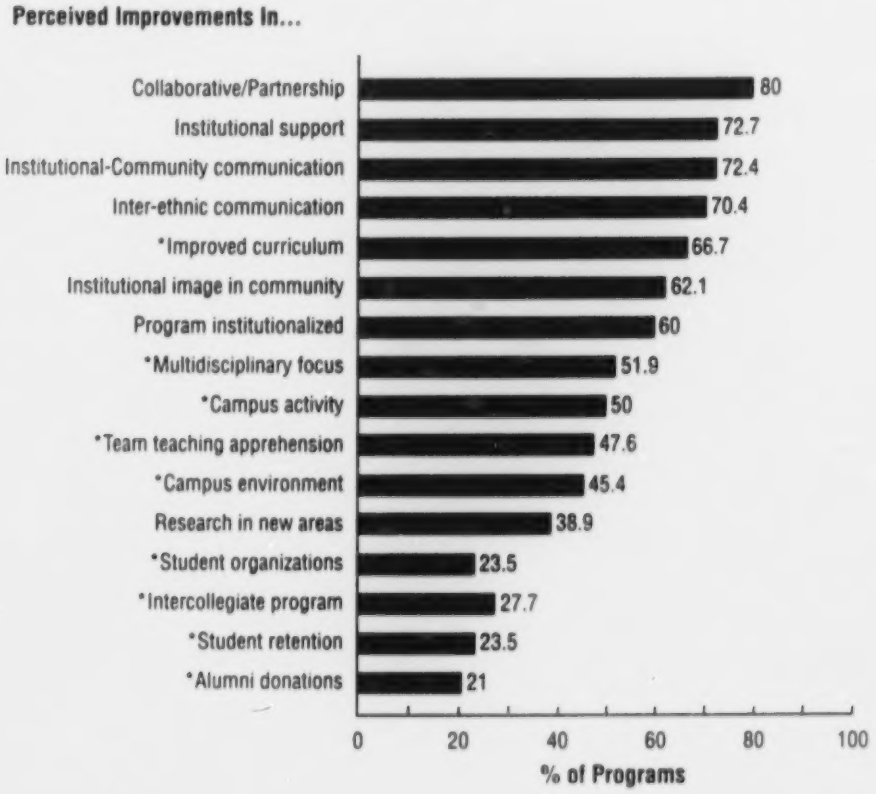


*Activity not applicable to community-based programs. Percentages represent school-based programs only (*n*=22).

Institutional Outcomes

When compared to individual outcomes, there were somewhat fewer reported improvements in the higher education institutions hosting leadership development projects. According to project materials and grantees' responses, the greatest gains were made in institutional collaboration and networking. Other outcomes are shown in Exhibit C below.

Exhibit C
Institutional Outcomes

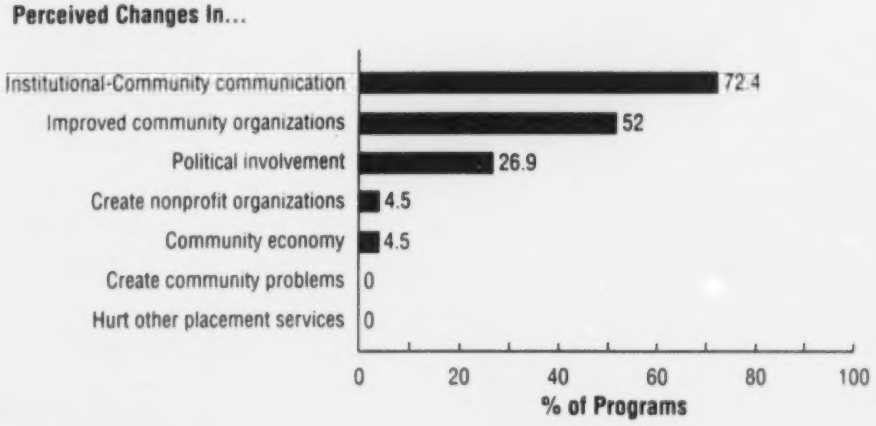


*Activity not applicable to community-based programs. Percentages represent school-based programs only (n=22)

Community Outcomes

Communities surrounding the participating institutions also experienced some benefits from local leadership development projects. Institutional and community communication (a key element of "town-gown" relationships) had the greatest increase. Negative outcomes were not reported (e.g., the creation of community problems or interference with formal academic placements and internships). Other reported improvements are presented in Exhibit D below.

Exhibit D
Community Outcomes



Second Component – Grantee Evaluation Results

Some of the grantees engaged in empirical evaluation research involving their participants. The specific factors they explored varied by the individual project's goals, but most of the efforts resulted in positive support for leadership programming. Overall, individual outcomes were more often measured and supported than either institutional or community outcomes.

The following quotes are examples taken from grantees' reports of measured outcomes.

- "Participants cite an increased confidence in their abilities, leadership skills, and willingness to serve a leadership role." Ball State University – Excellence in Leadership Program
- "Survey results indicate more cooperation, less authoritarianism, and more ethical views of leadership among program participants compared to nonparticipants." College of St. Benedict and St. John's University – The Leadership Initiative

- "Students' reactions and exam performance indicate increased knowledge and application of leadership theories and practices, and were intrigued by the diversity of cultures (e.g., Native American) in which exemplary leaders are found." Kentucky Wesleyan College – Leadership KWC Project
- "Student reactions to the externships, retreats, and seminars were very positive. Many had incorporated what they learned from class and the seminars into their externship experience." Northwestern University – Undergraduate Leadership Project

- "In general, students indicated that NEW Leadership was a fulfilling and enlightening experience. Also observed was an increased awareness of women's issues and of women's history and under-representation in public life...." Rutgers University – National Education for Women's Leadership
- "Approximately 75 percent of participants noted an increased understanding of leadership issues, an increased level of comfort with leadership positions, and recognized their potential for employment as community leaders." University of California at Santa Cruz – Emerging Majority: Leadership Training Project

Third Component – Short-Term Impact Evaluation, PSU – Erie Evaluation Project

LeaderShape, Inc., offers a curriculum-based leadership development program to more than 1,000 students each year. LeaderShape's Institute for Engineers was one of the 31 projects funded by the Kellogg Foundation under this initiative, and members of the evaluation team considered its work to be exemplary. As a result, LeaderShape, Inc., was selected as the subject for a short-term outcome and impact evaluation study.

Peg Thoms, Ph.D., and Dawn Blasko, Ph.D., from Pennsylvania State University at Erie conducted pre- and post-testing to assess LeaderShape's participant outcomes in visioning ability, leadership effectiveness, and leadership results. Scores on these scales were compared to post-training follow-up data and participants' reactions to their leadership development experiences.

The results of this longitudinal research revealed that LeaderShape is successfully increasing the ability of college leaders to create organizational visions. It is also increasing their general transformational leadership skills. The participants rated their overall experience with LeaderShape very positively. They perceived their leadership skills and abilities as being improved because of the training they received.

Fourth Component – Long-Term Impact Evaluation – UCLA Higher Education Research Institute Analysis

To investigate the fourth component of the retrospective evaluation process, the Kellogg Foundation contracted with the Higher Education Research Institute (HERI) at the University of California, Los Angeles. Helen Astin, Ph.D, and Christine Cress of HERI conducted a long-term impact assessment using data from 10 of the 31 grantee institutions in this initiative. This study evaluated whether leadership education and training has a direct effect on college students' personal and educational development.

Students at these ten institutions, first assessed using the CIRP (Cooperative Institutional Research Program) instrument when they entered college as freshmen in 1994, were followed up in the 1997-98 academic year with a survey designed by HERI. This survey assessed developmental outcomes over the college years. In addition, a supplemental questionnaire specifically designed for this study was administered to the same participants. Data for this analysis was obtained from 875 students.

HERI used descriptive and multivariate analysis to assess whether participation in leadership activities and courses had an impact on leadership development outcomes. Fourteen individual measures (e.g., ability to set goals, sense of personal ethics, willingness to take risks) were examined. In addition, specific composite measures were explored – including personal and societal values, leadership skills, leadership understanding and commitment, civic responsibility, multicultural awareness, and community orientation. These composite measures were derived by means of factor analysis.

Students attending schools that received Kellogg Foundation funding for leadership training were compared to students at a set of comparable institutions that did not receive Foundation funding. This analysis was designed to examine whether having a leadership program on campus can affect all students – both participants and nonparticipants.

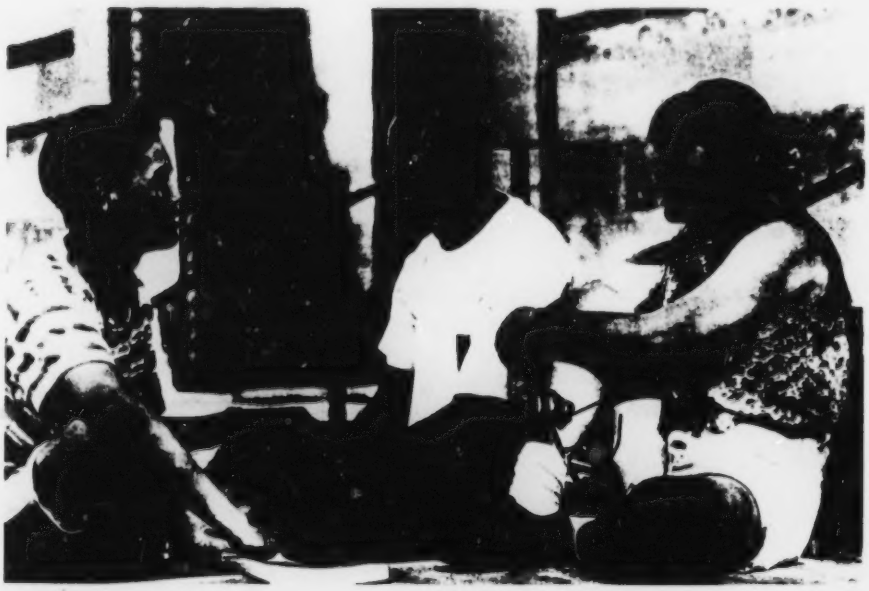
Findings were significant. When compared to nonparticipants, students who participated in the funded leadership projects were much more likely to report significant changes on the measured leadership outcomes. In addition, students in academic courses that emphasized leadership development reported a significantly increased grasp of theoretical knowledge about leadership, as well as an interest and willingness to develop leadership in others.

To further explore the differences between participants and nonparticipants in terms of leadership development, HERI performed hierarchical multiple

regression analyses on the composite outcome measures. The results of these analyses further supported the original findings:

- Students who participate in leadership training have an increased likelihood of demonstrating growth in civic responsibility, leadership skills, multicultural awareness and community orientation, understanding of leadership theories, and personal and societal values.
- Students who did not participate in leadership development projects at the Foundation-funded schools showed greater gains in their self-assessment when compared to students at the nonfunded schools.

In summary, this study provides empirical evidence that college students who participate in leadership education and training develop knowledge, skills, and values that are consistent with the objectives of these programs.



Hallmarks of Exemplary Projects

Establishing Criteria

Several steps were taken to identify the criteria that are most important to exemplary leadership development programs. The evaluation team reviewed and analyzed the data gathered from the four components of the retrospective evaluation. In addition, several meetings were held with the Foundation project officers responsible for overseeing the 31 projects. Finally, the Standards and Guidelines for Student Leadership Projects issued by the Council for the Advancement of Standards in Higher Education were studied and taken into consideration.

Using all of this information, a list was created that describes the hallmarks of exemplary projects. The following hallmarks offer suggestions for developing or enhancing leadership development programs within four categories:

1) Context
2) Philosophy
3) Sustainability
4) Common Practices

The Hallmarks

Context

The most successful leadership development programs are effectively situated within a specific context. This context includes the following elements:

- There is a strong connection between the mission of the institution and the mission of the leadership development program or center.
- The program's approach is supported across the institution. It includes an academic component, as well as theoretical underpinnings that link curricular and cocurricular activities.
- The program has an academic home above and beyond the departmental level – ideally, under the auspices of both Academic Affairs and Student Affairs.

- There is strong leadership for the program, often a tenured faculty-level director with research expertise in leadership or youth development; or a highly experienced member of the Student Affairs community.

Philosophy

Successful leadership development programs tend to share a common intellectual framework. This includes the following:

- The individuals involved have a commitment to the concept of leadership development for young adults.
- Program leaders have a clear theoretical framework, knowledge of the literature, and well-defined values and assumptions.
- A working definition of leadership is developed at the beginning by consensus of key stakeholders in the program. For example, several WKKF-funded projects have a definition of leadership that 1) focuses on ethical and socially responsible behavior, 2) recognizes that leadership is a relational process, and 3) emphasizes the potential of all people to lead.
- There is a comprehensive, coordinated educational strategy, which includes experiential learning opportunities (e.g., service learning, outdoor challenge courses) as well as intellectual development.
- Participants are encouraged to build specific skills while developing their awareness of leadership theory and issues. These skills include collaboration, critical thinking, systemic thinking, and cultural dexterity.

Sustainability

Successful leadership development programs have certain characteristics that help ensure they can be sustained over time. These include the following:

- Faculty and administrators from across the institution are involved and remain committed throughout the life of the program.
- Process, outcome, and impact objectives are clearly stated and measurable.
- There is a clearly stated evaluation plan, which includes ongoing dissemination of program results to all stakeholders. Evaluation results are used to revise and strengthen the program.
- The program's original design ensures institutional impact and sustainability (e.g., a strategic vision and plan that extends well beyond the initial three to five years).
- The program involves not just individual skill development, but also capacity building for the institution and the community it serves. Thus, culture change occurs in institutions that develop leaders for social change.

Common Practices

Many of the successful leadership development programs share common activities and methods of providing leadership development. The following list describes these common practices.

- Self-Assessment and Reflection
  This includes opportunities to build self-awareness through the use of assessment tests, simulations, discussions, and reflection. Journal writing is often included as a way for students to reflect on their leadership development experiences.

- Skill Building
  The chance to learn and practice personal and social skills is frequently provided through a series of seminars and workshops. These skill-building sessions address topics such as conflict resolution, creative thinking, cultural competence, personal efficacy, identity with community, decision making, communication, networking, and a greater understanding of social realities.

- Problem Solving
  Problem-solving techniques are often taught through experiential learning. With the use of simulations and discussions of personal dilemmas and social issues, students learn to be more creative as they take their own and others' welfare into account.

- Intercultural Issues
  Leadership programs are meant to heighten intercultural awareness, understanding, and acceptance. Issues such as gender, race, class, and ethnicity are explored on both an individual and collective level.

- Service Learning and Servant Leadership
  Many programs have a significant focus on self-initiated and self-sustained learning. Both service learning and servant leadership create experiences through which individuals can discover what leadership means and learn to help others through self-directed, community- or agency-initiated efforts. To accomplish this, students volunteer in community service organizations or engage in projects that benefit a needy community.

- Outdoor Activities
  Leadership education can be complemented with outdoor activities. Specifically, this includes retreats, physical challenges, team-building exercises, and time for personal and group reflection. These experiences build trust, help manage group issues, and facilitate creative thinking and sharing.

- Student Leadership of Programs
  Many programs involve the students directly in their own administrative activities. Participants learn leadership skills as they develop, promote, implement, and evaluate their programs. This enhances the application of workshops and course-related learning to real-life settings.

- Mentoring
  This component involves pairing an experienced leader with another student. This relationship gives both parties the chance to grow in their leadership capabilities and contribute to the success of someone other than themselves. Arrangements can include activities from weekly meetings to shadowing experiences or supervised internships.

- Community Involvement
  Since leadership is a multifaceted role where inputs from many sources are welcomed, successful leadership development programs often create outreach systems with communities. Involvement is usually reciprocal: students engage in community endeavors while civic service groups, resource agencies, and community leaders test leadership theories and participate in symposia, seminars, and workshops.

- Public Policy
  Leadership development programs are proponents of social responsibility, and at the heart of this is personal responsibility. Public policy issues (e.g., health, community, or scholastic issues) are often used to educate individuals in being collaborative leaders as well as participatory followers. Programs frequently select a particular issue and then focus on helping to resolve a related challenge.

- Targeted Training and Development
  Many leadership programs provide tailored workshops and experiential learning opportunities to individuals involved in student organizations. This specialized approach to addressing the different concerns and needs of campus "positional" leaders allows students to learn leadership skills in the context of their own groups.

- Faculty Incentives
  To initiate and sustain leadership programs and encourage faculty participation, incentives are often developed. (This works especially well for curriculum development.) Although many faculty are intrinsically interested in leadership development, they may need to be offered course-release time from their teaching load or a stipend for course/curriculum revision.

- Student Recognition
  Successful leadership development programs create certificates, awards, and activities that provide students with incentives for participation. Celebrating success is a central component of these programs.

- Cocurricular Transcripts and Portfolio Development
  Several programs document students' experiences on their transcripts of record and/or have the students create a portfolio. They can then use this documentation for vocational development, entering graduate school, or enhancing their employment potential.

- Capstone Experiences
  Capstone events are often used to crystallize students' leadership experiences. These events can take many forms – course work, project governance, mentoring students who are new to the program, or other experiential activities.

Research has shown that each successful program develops within its own context and its own environment. Exemplary programs can be found in institutions of various types, sizes, and locations. Not every hallmark can be found, or will be applicable, in every situation. Therefore, it is critical to reflect on the goals and purpose of the program and its place in the institution, then make plans with long-term meaningful impact in mind.

Examples of Exemplary Projects

Most of the projects that were evaluated for this report were successful and demonstrated specific attributes that should be used by any leadership development program. However, the evaluation team selected the following eight projects as "exemplary" (or model) projects for two reasons: 1) they exhibit many of the hallmarks described in this report, and 2) they present different approaches to leadership development in a variety of institutions. The projects are presented in alphabetical order by organizational name.

Ball State University – *Suburban State University*
Excellence in Leadership Program
Goal: To help the program's participants adopt a heightened awareness of society's leadership needs and exhibit a motivated, dynamic, and educated sense of how to meet these needs. The Excellence in Leadership Program incorporates academic, cocurricular, and other activities in order to enhance the leadership capacity of undergraduate college students. Through a structured, four-year experience, the program focuses on:

1) Developing creative and critical thinking
2) Teaching students to analyze problems and implement solutions
3) Exploring and building on the students' preferred leadership styles

College of Saint Benedict and Saint John's University – *Collaborative Partnership, Private University*
The Leadership Initiative
Goal:

1) To foster the development of individuals who will choose to practice shared ethical leadership over the course of their lifetime.
2) To develop leadership by actively shaping both institutional cultures in order to affect the leadership development of over 85 percent of the student body.
3) To use gender as a category of analysis in the practice and development of leadership.

Kentucky Wesleyan College – *Rural Private University*
Leadership KWC
Goal: To develop within KWC's students the willingness and capacity to lead in their careers, in their communities, or in whatever situations their personal agendas take them. The college has sought to strengthen its academic component, cocurricular programs, and activities to assist students

in developing 1) fundamental tools of thought and expression, and 2) the self-confidence and skills required to take the lead.

LeaderShape, Inc. – ***Multisite Public and Private Institutions***
LeaderShape Institute for Engineers
Goal: To improve society by inspiring, developing, and supporting young people committed to "leading with integrity." The LeaderShape Institute curriculum proposes to incorporate and provide a uniquely powerful leadership and character development experience, for young adults at different universities, by focusing on:

1) A commitment to a leadership vision
2) Creating partnerships
3) Sustaining a high level of integrity
4) Identifying and producing effective leadership results

Monmouth University – ***Suburban Private University***
Education for Leadership and Social Responsibility
Goal: To help faculty and students prepare for future leadership roles by designing resources for a comprehensive, integrated leadership and social responsibility education model. The model incorporates broad themes of individual and social responsibility, systems thinking, and interactive pedagogy.

Phi Theta Kappa – ***Multisite Community College***
Leadership Development Program
Goal: To build a nationwide program that equips the next generation of our country's leadership at the grassroots level. This course of study, implemented within community colleges, aims to: 1) develop leaders with broad perspectives about national and international issues, and 2) improve participants' leadership skills and abilities to find creative solutions to social problems. This is done by teaching humanities-based issues – such as self-knowledge, ethics, trust, conflict resolution, and time management – and through the creation of a personalized, long-term leadership plan.

Rutgers University – ***Multisite Public and Private Institutions (Gender Focused)***
National Education for Women's Leadership (NEW Leadership)
Goal: To build a new generation of women's leadership in politics and policy making. NEW Leadership is designed to address the historic and contemporary under-representation of women in politics and increase

women's presence where important political decisions are made. The program aims to: 1) educate and empower young women to take on public leadership roles, and 2) develop a corps of trained personnel at colleges and universities who have a commitment to public leadership education for young women.

University of Detroit Mercy – *Urban Private University*
Leadership Development Institute
Goal: To graduate men and women with the motivation and skills to provide leadership in service to others in a multicultural urban environment. Specifically, the Leadership Development Institute seeks to tap into the potential leadership abilities in all participating individuals, and to generate a program which focuses outward toward the surrounding urban community. The LDI has four major functions:

1) Cultivate and implement student leadership growth
2) Coordinate activities
3) Utilize opportunities for academic and faculty development
4) Become an important community resource and partner for assistance in continuing educational/leadership growth

Looking Ahead

When the Kellogg Foundation initiated the work that is described in this report, its assumptions and concerns were fairly clear. It was believed that:

1) Society needs more and better leaders.
2) Young people can be prepared to fill important contributing roles in the nation's institutions and communities.
3) The college experience offers many opportunities to develop and nurture this kind of leadership.

During the ten years that have passed since this endeavor began, the hard work of Foundation grantees and subsequent evaluation efforts have provided evidence to support each of these assumptions.

The Foundation began with a simple objective: to demonstrate the potential for young-adult leadership development by supporting and testing models in a wide range of settings, both inside and outside of higher education institutions. This report should encourage those who seek to promote leadership development for young people in college.

First of all, there is hard evidence that such programs can be effective. Findings from independent researchers have demonstrated that leadership behaviors can be taught and learned. It has also been shown that participation in a leadership program has persistent impact on students beyond graduation.

Second, it has been confirmed that leadership programs can be tailored to a wide range of institutional settings and student needs. Exemplary models exist in all types of institutions and serve students who differ in gender, ethnicity, age, major, and level of academic preparation. In fact, college student leadership programs were shown to enhance the undergraduate experience in many ways that were not expected. There are clear benefits to the student's sense of integration in the collegiate experience, higher rates of retention, and a stronger sense of involvement in the surrounding community.

Third, many different activities can be combined to create a successful leadership development program. This summary report identifies schools where a variety of interesting activities are under way.

During the past ten years, the Foundation has learned that the development of many good program models in many different places has an important effect in shaping the direction of a field such as college student leadership. Everywhere that success is achieved, there are lessons to be learned about how such programs might be conceptualized, designed, and administered. Collectively, knowledge is also gained from less successful ventures. Many important insights derive from situations where hard-working individuals push through initial barriers and find value in the process of backing up and starting over.

But a proliferation of exemplary demonstration programs will not, in itself, create a sustained commitment to leadership development for college students. Rather than funding more programs of the sort described in this report, the Kellogg Foundation plans to contribute in different ways to a sustained, national effort to develop young leaders for the next century. To accomplish this, the Foundation will:

1) Further develop, clarify, and disseminate these findings.
2) Encourage the search for more evidence of impact at the student, institutional, and community levels.
3) Foster a recognition of the importance and potential of student leadership development efforts in U.S. colleges and universities.
4) Communicate with students, their parents, faculty members, college administrators, trustees, and policy makers about the value and potential of this work.

During the next three years, the Foundation will work with higher education organizations, professional associations, and many others to support a movement within higher education to identify, develop, and nurture emerging leaders.

Since this initiative began, much has changed in the world students move into after they leave college. The need for leaders who can build bridges across cultures and operate comfortably in the midst of technological change will only increase. It is essential that efforts continue which encourage and develop young people to be committed to a role in the improvement of their communities and society at large – and time has shown that the need is great. In the end, graduates who recognize that their experiences in college were meant to prepare them for leadership in a changing society bring honor to themselves and to their institutions.

The Foundation remains committed to a vision for society that is full of opportunity for young people, that builds their sense of responsibility and commitment to participation, that promotes hopefulness and dreams, and ensures that those dreams can be realized. The findings of this report and the remarkable record of the institutions, community groups, and young people who made these projects possible, have strengthened the Foundation's commitment to leadership development for those who have the greatest potential to shape the nation's future.

More information is available in the full report, entitled *Leadership in the Making: Impact and Insights From Leadership Development Programs in U.S. Colleges and Universities.* In addition to the material described in this summary, the full report includes:

- A logic model/summary for each of the 31 projects funded
- Matrices providing a quick overview of each project's characteristics and components
- A complete description of the retrospective evaluation methodology and results, including a full set of exhibits
- Detailed information about the eight exemplary projects
- Answers to Frequently Asked Questions (FAQs)
- Participant ideas for "best practices" from a recent networking conference

To order the full report or additional copies of this summary, contact:

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